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ABSTRACT

A survey was conducted to determine whether elementary school library media specialists are promoting the integration of multicultural literature into the curriculum. The emphasis was on the use of fiction and easy fiction books with Hispanic, Asian, or American Indian characters and settings. Twenty-five questionnaires were returned (out of 30) by elementary school library media specialists in Fulton County (Georgia). Eighty-eight percent responded that they used books with Hispanic characters or settings in their libraries, and 96 percent replied that they used books with Asian characters or settings. All respondents used books with American Indian characters or settings. The library media specialists used a variety of methods to incorporate books representing these cultures and were active in promoting their use by teachers. In Fulton County, elementary school library media specialists are incorporating a wide variety of books, magazines, and audio-visual materials into the curriculum; and they are using many interesting ways to encourage students to read these books. Five tables present study findings. Four appendixes contain information about the student racial composition, the cover letter and questionnaire, and lists of audio-visual and fiction/easy fiction materials for multicultural use. (Contains 24 references.) (SLD)

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# MULTICULTURAL LITERATURE IN ELEMENTARY SCHOOLS

M. K. Mason Cargle

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ABSTRACT

Multicultural Literature in

Elementary Schools

by

Mildred Kathleen Mason Cargle

Purpose

The purpose of this study was to determine if elementary library media specialists are promoting the integration of multicultural literature into the curriculum. The emphasis of the study was on the use of fiction/easy fiction books with Hispanic, Asian, or American Indian characters and/or settings.

Methods and Procedures

The subjects for this descriptive research study were 30 elementary school library media specialists in Fulton County, Georgia. A survey questionnaire was designed to collect the data.

Results

Twenty-five (83.3%) of the questionnaires were completed and returned. In response to question number one about ethnic students, 19 (76%) elementary library media specialists responded that there were Hispanic students in their school. Twenty-four (96%) specialists responded there were Asian students in their school and 4 (16%) responded there were American Indian students in their school. In response to question number two, 22 (88%)

specialists responded that they use books with Hispanic characters and/or settings. Twenty-three (96%) specialists responded that they use books with Asian characters and/or settings, as well as books with American Indian characters and/or settings. All elementary library media specialist responded that they use these books with all students. In responding to question number four, 24 (96%) elementary library media specialists selected storytelling by the library media specialist as a method to encourage teachers and students to use and read fiction and easy fiction books representing these cultures. Twenty-two (88%) of the specialists selected suggesting these books for students to read, and 19 (76%) chose selecting and suggesting these books for a classroom collection and for teachers to read to the class. Fifteen (60%) of the specialists selected doing book talks, 14 (56%) selected using special reading incentive programs, 12 (48%) selected using audio-visual materials as incentives to read these books, 11 (44%) selected producing bibliographies, 4 (16%) selected using magazines that promote books from these ethnic groups, and 3 (12%) selected using computer materials as incentives to read these books or as a follow up. In responding to items five through eight, elementary library media specialists: listed a variety of other methods of encouraging the use of these types of fiction books; named many fiction/easy fiction books with Hispanic, Asian, or American Indian characters and/or settings; named several

magazines purchased for Hispanic, Asian, or American Indian cultures or that promote fiction literature of these cultures; and named numerous audio-visual materials (including computer materials) with Hispanic, Asian, or American Indian characters and/or settings. For a complete listing of other methods of encouraging the use of these types of fiction books see Table 2. For a complete listing of fiction/easy fiction books see Appendix D. For a complette listing of magazines see Table 3. For a complete listing of audio-visual materials see Appendix C.

## Conclusions

Elementary library media specialists in Fulton County are incorporating a wide variety of books, magazines, and audio-visual materials (including computer materials) with Hispanic, Asian, or American Indian characters and/or settings into the curriculum. Also these specialists are using many interesting methods to encourage the use and reading of these books by teachers and students.

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# CHAPTER I

# INTRODUCTION

## Overview

One of the most important issues in education is the need to incorporate multicultural education into the curriculum. Multicultural literature is one way that can lead to awareness and understanding of other cultures. Educators can use legends, myths, stories, and books about all cultures as one way of promoting multicultural awareness.

Statistics from many sources show that our population is becoming a majority of minorities. Young and Householder (1992) suggest that our educational systems, by the year 2000, will be serving poorer, more ethnically and linguistically diverse children. Educators will also be teaching students with more learning handicaps. "By the year 2000, one out of every three U.S. students will be a member of an ethnic minority group" (p. 7). Pahnos (1992) adds that

> The Census Bureau also reported that, in 1989, whites had a population growth of .70% compared to 1.41% for blacks and 3.53% of net increased per 1,000 for all other ethnic groups. The Bureau predicted growth will continue at lower rates with other ethnic groups providing the greatest growth: whites .29, blacks .93, and other ethnic groups 2.18 increases per 1,000. (p. 24)

Asante (1990) believed centering students in their education

will help "locate students within the context of their own cultural reference" (p. 171). He believed this helps students relate socially and psychologically to other cultural perspectives. Tibbetts and Keeton (1992) suggested that "America has given up the 'melting pot' idea in favor of the 'salad bowl' concept" (p. 7). This concept appreciates the difference in color, flavor, and texture that can truly enrich our society. If educators draw ideas from all cultures in their teaching, all cultures feel represented or centered in their education.

Multicultural education affects all students as they gain understanding of themselves, begin to develop feelings of self-esteem, and try to understand and appreciate their fellow classmates. Multicultural education, at its best, values "cultural pluralism and recognizes cultural diversity as a fact of life in America" (Young et al, 1992).

Singer (1992) wrote that we should view multiculturalism as a direction instead of a formula. In doing so we enhance the position of history and social studies in our schools and our society. As educators move in the direction of multiculturalism, literature can be the foundation and other areas can follow.

Education can no longer be Eurocentric; it must include all cultures and both sexes. Education, at its best, includes the multicultural history and heritage of all people. Females should not simply be added on to male-dominated history, but they should share equally in importance and inclusion.

Pfordresher (1991) suggested we create a national culture that attends to each person for that person's own sake. By speaking up, persons who might have been previously silenced and marginalized, can discover that they have a personal voice and begin to feel a strong kinship with others of similar backgrounds. Multicultural literature can help people see the similarities in background that many cultures share.

Galda (1991) acknowledged that throughout history people have tried to make sense of their world by telling stories. Storytellers have used narratives to present important cultural messages about values and behavior.

Diversity in point of view, personal history, prior experience and learning styles are the qualities Zabel (1991) felt would enhance the educational interventions and strategies used by all teachers. She added that two particularly good ideas are using literature from a variety of sources and using staff members with language and cultural background similar to the students being taught.

Because students come to school with varied experiences and backgrounds, Santino (1991) encouraged the study of folk literature at the beginning of each school year. It is an enjoyable way for all students to develop an appreciation for individual differences.

Rasinski and Padak (1990) believed children's literature was an excellent way for students to learn about and learn to

appreciate other cultures. They believed it presents readers with new worlds, new ideas and new options. These are things students can reflect upon and use to improve themselves as people.

There is no simple solution, since the problem of integrating and incorporating multicultural education into the curriculum is a complex one. As many authors have stated, using culturally representative literature can be one positive way to begin.

Statement of the Problem

The purpose of this study is to determine (a) the different multicultural fiction books elementary library media specialists in Fulton County are using, (b) the ways they are promoting the use of them, and (c) the different ethnic groups with which they are using these books. The focus of the study is on fiction books which include characters and/or settings of Hispanic, Asian, or Native-American cultures.

The specific research questions are:

1. What ideas and resources within the Library Media Center are being used to promote multicultural literature?
2. What multicultural fiction literature are library media specialists incorporating into the curriculum?

Significance of the Study

In view of the fact that minorities are increasing so rapidly in this country, it is essential that the diverse population understand and respect all cultures. Throughout the literature,

the importance of incorporating multicultural literature into the curriculum has been expressed. Many authors have suggested the use of literature as one way to achieve this goal.

This study will reveal the various multicultural fiction literature elementary library media specialists in Fulton County are using to incorporate multicultural education into the curriculum. It will also reveal ideas and resources library media specialists are using to promote multicultural literature.

Delimitations

This study was delimited to library media specialists in elementary schools in Fulton County, Georgia. Also, this study deals with fiction literature with characters and/or settings from Hispanic, Asian, or American Indian cultures.

Definition of Terms

Multicultural literature is literature "that features children of differing racial characteristics, ethnic backgrounds and home circumstances" (Boutte & McCormick, 1992, p. 141).

# CHAPTER 2

# REVIEW OF RELATED LITERATURE

## Overview

This chapter will review what the literature says about: (a) the ideas and resources being used to promote multicultural literature and (b) the types of multicultural literature library media specialists are incorporating into the curriculum.

## Ideas and Resources to Promote Multicultural Literature

Library Media Specialists use literature to help students explore and act upon their cultural values and beliefs. Morgan (1991) stated "a study of folklore nurtures and respects both differences and similarities among diverse peoples" (p. 48). Multicultural literature helps students learn tolerance and appreciation of other cultures and persons who are members of those cultures.

Galda (1991) said "throughout the history of civilization we have sought to make sense of our world by telling stories. Storytellers have woven narratives around important cultural messages about values and behavior" (p. 224). Storytelling helps students develop a sense of who they are.

Comba (1991) advocated using "stories of memory to embrace diverse cultural experiences. I encourage children's responses in literature-based instruction as a way to examine and understand cultural similarities and differences" (p. 254).

Rogers (1991) promoted multicultural awareness with a book award program. The Living The Dream Book Award, named in honor of Dr. Martin Luther King, Jr., is presented to the author of a picture book published the previous year that best furthers Dr. King's dream of a nation where children are "not judged by the color of their skin but by the content of their character." This type of program gives students the opportunity to look at many types of multicultural literature and evaluate the content, illustrations, and overall message of each one. It forces them to look for racism, stereotyping, and prejudice throughout literature.

Boutte and McCormick (1992) recommended modeling by teachers, curricular inclusion of multicultural heritage, multicultural literature, multilinguistic experiences and resource persons from different cultures. By using all of these things, educators can seek to meet the needs of all students and expect them to reach their fullest potential.

Young and Householder (1992) spoke of multicultural literature "which values cultural pluralism and recognizes cultural diversity as a fact of life in America. It reaches beyond awareness and understanding of cultural differences, but recognizes the right of these cultures to exist" (p. 7). These authors prescribed using community resources, workshops, cooperative learning and various multicultural materials that portray diverse groups in diverse roles. Also, they recommended

basing knowledge of different cultures on information from several sources and checking illustrations for stereotypes and "tokenism (lack of balanced representation of ethnic groups)" (p. 9).

Santino (1991) promoted using folktales to improve multicultural awareness and story comprehension. Children can experience other cultures and begin to understand the diversity of wishes, dreams, and problems of others through folktales. The author also stated exposure to literature with humor, adventure, and expressive language contributes to linguistic development and multicultural awareness.

Zabel (1991) believed storytelling, myths, and folktales are strategies for multicultural inclusion. Storytelling predates other forms of oral history and stories have been used to record events, to celebrate the feats of heroes and heroines, to transmit the spirit of an event or a time period along with the facts and to point out patterns in behavior or cultural development. Children come to the classroom with a different cultural, ethnic, and/or language backgrounds. Educators can make them feel a sense of welcome and acceptance by using stories from their lives as part of the daily routine. In this way everyone becomes richer for the shared history they experience.

Moore and Moore (1991) recommended many professional resources for bilingual-multicultural literature. They recommended Student Worlds, Student Words: Teaching Writing

through Folklore by Elizabeth Radin Simmons because "this book is almost as appropriate for a summer reading list as for a professional bookshelf" (p. 327). Simmons demonstrates a number of 1- to- 3-week folklore units on topics such as naming children, family photography, family stories, and heroes. "Showing how to honor different cultures is one of the major strengths of this text" (cited in Moore and Moore, 1991, p. 327).

Marzollo (1991) has been collecting multicultural picture books for 20 years. These books can be used to teach valuable lessons in history and geography, animals and nature, problem solving, and race relationships.

Reimer (1992) had an extensive list of references and further resources for teachers. There were books covering children's literature and the African-American experience, the Hispanic experience, the Asian-American experience, and the Native-American experience. As more educators use these multicultural experiences, more "authors of color will be enticed to share their stories and to provide for our students a wealth and diversity of literature" (p. 20).

Many publishers are beginning to establish multicultural bibliographies of books available from their companies. Bantam, Enslow, Putnam and Grosset, Farrar, Straus and Girous, Sunburst, SRA School Group, and Allanasio and Associates are only a few. Allanasio and Associates is a new group out of Atlanta that carries many companies, but it specializes in the multicultural

materials from these companies. They have a wide variety of materials on various cultures.

An excellent resource for multicultural literature is Our Family Our Friends Our World by Lyn Miller-Lackmann (1992), published by R. R. Bowker. This book is an annotated guide to significant multicultural books for children and teenagers. It has a list of contributors and appendixes such as professional sources, series titles, and a directory of publishers. The main contents are divided into geographic areas and grade level. There is an author index, title/series index and a subject index.

The Types of Multicultural Literature Being Incorporated into the Curriculum

It is important for library media specialists to make sure literature is culturally unbiased. The literature used should show a variety of characters in a variety of roles with no negative stereotypes. Thomas (1989) agrees that multicultural literature should "help students to understand that there is strength in cultural diversity and there are other ways of living that are as valid and viable as their own." It is also important that educators "develop intergroup understanding based on respect for the worth and dignity of every individual regardless of race, creed or socioeconomic status" (Thomas, 1989, p. 205). Multicultural literature must support objectivity and freedom of inquiry to provide a foundation for the student's perception of the world and the people in it.

Barreara (1992) stated "multiculturalization of the literature-based curriculum will not be achieved through the mere addition of multicultural trade books; it will be led by greater teacher awareness and understanding of the concept of culture and the role that culture plays in shaping us and our worlds" (p. 241). Library media specialists and teachers must examine their own feelings and attitudes before they can teach students to examine theirs.

Perry (1991) stated "Librarians and English teachers have long realized the importance of cultural diversity in literature and through this type of literature sensitized students to other cultures and ethnic groups" (p. 45). He acknowledged that finding books and material representative of various cultures and ethnic groups has not always been easy, but with the growing population of minorities in America, teachers and librarians need to find books and teaching resources by and about these groups.

Galda (1991) recommended using books that will intrigue students and help them understand and appreciate many different cultures. These stories should also excite them and have characters that invite them to walk in another person's shoes and see how their experiences and feelings are alike.

Feder-Feitel (1992) relates multiculturalism to the power to help children see that their behavior has an impact. Educators help students realize that they can help just as easily as they can hurt another person. By helping students to explore their

own family's history, traditions, and beliefs, they can gain a deeper sense of where they fit in and what they want to achieve. Educators help students seek truths about others, and choose to reject the misunderstandings and prejudices that society perpetrates. When educators help students clarify their values, students will also gain a greater sense of self-worth, and perhaps even a sense of mission. Feder-Feitel also believes multiculturalism means making choices. If educators help students learn about and appreciate the differences among us, they also teach students empathy. This author encourages the use of literature and activities to promote multiculturalism. She believes through careful selection and use, literature can "heighten children's awareness of our similarities" (p. 52).

Sleeter and Grant (1988) recommended many ways to integrate multicultural ideas into the curriculum. Literature and curricular materials are used in many ways, but must "depict each group as the group would depict itself and show the group as active and dynamic" (p. 153). Also curricular materials and visual displays should be "free of race, gender and handicap stereotypes and include members of all groups in a positive manner" (p. 154).

Rasinski (1990) presented the idea that "through literature, children may encounter descriptions of the lives and contributions of important persons or special customs in different cultures" (p. 577). Another important idea she relates

is that literature provides students with contrasts in perspective and can help them understand their own cultural heritages.

The underlying issue not dealt with specifically in the literature is that of schools not providing literature from diverse cultures even though they have those cultures represented among the student body. The present study will help determine if this is the case in any schools in Fulton County, Georgia. See Appendix A for chart of racial composition.

Summary

Throughout the literature, authors suggested that educators use a variety of ideas and resources to incorporate multicultural literature into the curriculum. They recommended using ideas and resources from as many different cultures as possible. But they also recommended that the nature and quality be carefully examined for such things as cultural bias, negative stereotypes, ultural diversity, objectivity, prejudice, and racism.

# CHAPTER 3

## METHODOLOGY AND PROCEDURES

This is a descriptive study using a questionnaire survey methodology. The purpose of the study was to determine if elementary library media specialists are using multicultural literature in their programs, and how they are using this type of literature. The methodology and procedures used were (a) the development of a survey, (b) the selection of the population, (c) the collection of the data, (d) the analysis of the data.

### Population

The subjects for this research project were library media specialists from all elementary schools in the Fulton County School District. The names of the library media specialists were found in the 1992-1993 list of elementary school Library Media Centers and staff from the Fulton County Media Services Department.

### Instrumentation

A survey instrument was designed for this project. It includes eight items relating to the types of multicultural literature library media specialists are incorporating into the curriculum and the ideas and the resources they are using to promote multicultural literature. Survey question number 1 is a demographic question. Survey questions number 2 and 3

relate to research question number 2 which concerns multicultural fiction literature that library media specialists are incorporating into the curriculum. Item number 6 asked for a list of suggested books and this also relates to research question number 2. Survey questions number 4 and 5 relate to research question number 1, the ideas and resources within the Library Media Center that are being used to promote multicultural literature. Survey item number 7 asks for a list of magazines, and survey item number 8 asks for a list of audio-visual materials. These items relate to research question number 1. The survey was examined by and discussed with members of the ELMT 885 Research in Library Media Technology Class at Georgia State University. The survey was done with permission from the Fulton County Board of Education through the Office of Elementary Curriculum.

Collection of Data

Surveys were sent to all Fulton County Elementary Library Media Specialists through school mail on Tuesday, January 12, 1993. They were asked to complete the survey and return it through school mail by Friday, January 22, 1993. A follow-up phone call was made to those who had not responded by Tuesday, January 26, 1993. A cover letter explaining the survey and giving directions accompanied each survey. (See Appendix B)

Data Analysis

The data from returned questionnaires were analyzed by using

the computer Statistical Package of the Social Sciences (SPSS), using primarily basic descriptive statistics. All missing data will be noted.

# CHAPTER 4

## RESULTS

The purpose of the study was to determine if elementary library media specialists are using multicultural literature in elementary schools, especially fiction/easy fiction books with Hispanic, Asian, or American Indian characters and/or settings. The study will determine a) with whom they use these types of literature, b) how they encourage the use of multicultural literature, c) what types of resources they use to promote this literature, and d) what fiction/easy fiction books they are using.

Thirty questionnaires were sent via Fulton County school mail to all elementary library media specialists in Fulton County. A total of twenty-four (80%) of the survey questionnaires were completed and returned. One survey questionnaire came back incomplete. Only the first four items on the survey questionnaire were answered and the rest of the survey which consisted of listing books, magazines and audio-visual materials was not returned., This survey questionnaire was used when calculating valid cases, frequency and per cent on the first four items of the survey questionnaire.

Research Question 1

What ideas and resources within the Library Media Center are being used to promote multicultural literature? Survey questions 4, 5, 7, and 8 relate to research question number 1.

To determine what ideas and resources are being used, a list of methods were given and library media specialists were asked to check any that were applicable, (see Table 1).

Table 1

Methods used to encourage teachers/students to use/read fiction books representing Hispanic, Asian and American Indian Cultures.

| Methods | Frequency N = 25 | Percent |
|---|---|---|
| selecting/suggesting these books for a classroom collection | 19 | 76 |
| suggesting these books for teachers to read to a class | 19 | 76 |
| suggesting these books for students to read | 22 | 88 |
| storytelling by Library Media Specialists | 24 | 96 |
| using audio-visual materials as incentives to read these books | 12 | 48 |
| using special reading incentive programs | 14 | 56 |
| doing book talks | 15 | 60 |
| producing bibliographies | 11 | 44 |
| using magazines that promote books for these ethnic cultures | 4 | 16 |
| using computer materials as incentives to read these books or as a follow-up | 3 | 12 |

The methods used most by library media specialists are: storytelling by the Library Media Specialist (96%). and suggesting these books for a student to read (88%).

Table 2 lists other unique methods of encouraging the use of fiction books.

Table 2

Other unique methods of encouraging the use of fiction books representing Hispanic, Asian or American Indian Cultures.

| Method | Frequency N = 25 |
|---|---|
| display books | 3 |
| use videos | 2 |
| special multicultural Book Fair | 2 |
| special area for multicultural books | 3 |
| listing multicultural books read | 2 |
| use film strips of multicultural authors/titles | 2 |
| dramatics | 3 |
| quest multicultural readers | 2 |
| students dress in native costumes | 2 |
| international celebration | 2 |
| items from other countries | 1 |
| use in combination with atlas lesson | 1 |

Table 2 shows the other methods most used by library media specialists to encourage the use of fiction books representing these cultures are: displaying books; having a special area for multicultural books; and using dramatics.

Table 3 lists magazines used by library media specialists to promote fiction literature of these cultures.

Table 3

Magazines purchased for Hispanic, Asian, or American Indian Cultures that promote fiction literature of these cultures.

| Name of Magazine | for Hispanic culture | for Asian culture | for American Indian culture |
|---|---|---|---|
| National Geographic | X | X | X |
| National Geographic World | X | X | X |
| Newsweek | X | X | X |
| Indians of the Southwest | | | X |
| Indians of the Southeast | | | X |
| American Girl | X | X | X |
| Book Links | X | X | X |
| Cobblestone | X | X | X |
| Faces | X | X | X |
| Cricket | X | X | X |
| Hopscotch | X | X | X |
| Ladybug | X | X | X |
| Reading Teacher | X | X | X |

Survey item number 8 asked for library media specialists to name audio-visual materials (including computer materials) purchased that have Hispanic, Asian, or American Indian characters and/or settings. The only titles listed more than once were The Story of Ping a kit under Asian culture; The Legend of the Indian Paintbrush a kit, Island of the Blue Dolphin, and Sign of the Beaver videos, and The Legend of Bluebonnet a sound film strip under American Indian culture. A complete list of titles can be found in Appendix C.

Research Question 2

What multicultural fiction literature are library media specialists incorporating into the curriculum? Survey questions 2, 3, and 6 relate to research question number 2.

To determine what fiction literature library media specialists are incorporating into the curriculum, library media specialists were asked if they used fiction/easy fiction books with Hispanic, Asian or American Indian characters and/or settings; with whom they used these books; and to name fiction/easy fiction books with these cultures as characters and/or settings that are checked out by students and/or teachers.

Table 4

Fiction/easy fiction books used with students which include the following ethnic characters and/or settings.

| Choices | Frequency N = 25 | Percent |
|---|---|---|
| Hispanic | 22 | 88 |
| Asian | 23 | 92 |
| American Indian | 23 | 92 |

Table 4 shows that 88% of the library media specialists use fiction/easy fiction books with Hispanic characters and/or settings. Also 92% use fiction/easy fiction books with Asian and American Indian characters and/or settings. Library media specialists use these books with all students.

Item number 6 in the survey questionnaire asked library media specialists to name 3 fiction/easy fiction books with Hispanic, Asian, or American Indian characters and/or settings that are checked out by students and/or teachers. There were few titles repeated under each culture. A complete list of titles and authors can be found in Appendix D.

Survey question number 1 is a demographic question. It asked library media specialists if they have Hispanic, Asian, or American Indian students in their school. Table 5 shows the replies.

Table 5

Library media specialists responses on racial composition of schools.

| Choices | Frequency N = 25 | Percent |
|---|---|---|
| Hispanic | 19 | 76 |
| Asian | 24 | 96 |
| American Indian | 4 | 16 |

Table 5 shows that 19 library media specialists or 76% said they had Hispanic students, 24 library media specialists or 96% said they had Asian students, and 4 library media specialists or 16% said they had American Indian students.

# CHAPTER 5

# DISCUSSIONS AND CONCLUSIONS

## Findings

Elementary library media specialists are using a variety of ideas and resources within the Library Media Center to promote fiction books with Hispanic, Asian, and American Indian characters and/or settings.

Storytelling by the library media specialist was selected most often by Fulton County elementary library media specialists as a method to encourage teachers/students to use/read fiction books representing Hispanic, Asian, or American Indian cultures. Suggesting these books for students to read was the next most popular method followed by suggesting these books for teachers to read to the class and selecting/suggesting these books for a classroom collection. Other, less often used methods were: doing book talks, using special reading incentive programs; using audio-visual materials as incentives to read these books; producing bibliographies; using magazines that promote books from these ethnic cultures; and using computer materials as incentive to read these books or as a follow-up.

Other suggested methods of encouraging the use of fiction books representing the cultures previously listed included: displaying books; using videos; having special multicultural Book Fairs; having a special area for multicultural books; students listing multicultural books they read; using filmstrips of

multicultural authors/titles; using dramatics; having guest multicultural readers; having students dress in native costumes; having international celebrations; displaying items from other countries/cultures; and using these books in combination with an atlas lesson.

Magazines that can be used to promote fiction literature of these cultures included National Geographic, National Geographic World, Newsweek, Indians of the Southwest, Indians of the Southeast, American Girl, Book Links, Cobblestone, Faces, Cricket, Hopscotch, Ladybug and Reading Teacher.

Audio-visual materials (including computer materials) that have Hispanic, Asian, or American Indian characters and/or settings that were mentioned most often were: The Story of Ping a kit for the Asian culture; The Legend of the Indian Paintbrush a kit, Island of the Blue Dolphin, and Sign of the Beaver videos; and The Legend of Bluebonnet a sound filmstrip for the American Indian culture. For more examples see Appendix C.

There were a great variety of titles and authors of fiction/easy fiction books with Hispanic, Asian, or American Indian characters and/or settings. The following were the ones mentioned more than once: The Five Chinese Brothers by Bishop; Yeh-Shen Ai-Ling by Louise; Momotaro, the Peach Boy by Shute; Lon Po Po by Young; The Eyes of the Dragon by Leaf; In the Year of the Boar and Jackie Robinson by Baolord; The Story of Ferdinand by Leaf; Abuela by Dorros; Nine Days to Christmas by Ets; Shadow

of the Bull by Wojciechowska; Roberta the Bull by Hoff; A Chair For My Mother by Williams; The Legend of Bluebonnet by DePaolo; Buffalo Woman by Goble; Knots on a Counting Rope by Martin; Sign of the Beaver by Speare; Island of the Blue Dolphin by O'Dell; Girl Who Loved Wild Horses by Goble.

Discussion

Throughout the literature authors such as Galda, Comba, Young and Householder, Santino, Zabel, and Marzollo recommended a variety of ideas and resources to incorporate multicultural literature into the curriculum. Galda and Zabel suggested storytelling. Comba advocated using stories from many diverse culturals. Young and Householder spoke of multicultural literatiure with cultural pluralism and cultural diversity. Santino promoted folktales to improve multicultural awareness and story comprehension. Marzollo believes multicultural picture books teach valuable lessons. But it is recommended by all authors that the quality and nature be carefully examined so as to be free of cultural bias, negative stereotypes, prejudice, and racism and in contrast contain cultural diversity and objectivity.

The elementary library media specialists surveyed responded with a great variety of ideas and resources that they are using to incorporate multicultural literature into the curriculum. These specialists also gave many ways to encourage teachers and

students to use and read these types of books.

Galda also suggested using these multicultural stories helps students develop a sense of who they are. Comba believes these storeis give students ways to examine and understand cultural similarities and and differences. The elementary library media specialists gave many suggestions of books and other materials that could be used for this development and examination.

Perry and Galda recommended using literature with a variety of characters in a variety of roles. The abundant suggestions of books form the specialist surveyed showed the variety provided in elementary schools.

An issue not dealt with specifically in the literature is that of schools not providing literature from diverse cultures even though they have these cultures represented among the student body. The results of the survey showed that even if a school did not have students of Hispanic, Asian, or American Indian culture, it had literature with characters and/or settings of those cultures. The elementary library media specialists are providing fiction literature of all these cultures for all students.

In Chapter 1, it was brought out that this paper was delimited to library media specialists in elementary schools in Fulton County, Georgia and to fiction literature with characters and/or settings from Hispanic, Asian, or American Indian cultures. Therefore, limited extrapolation of this data would

only be possible to school systems with demographic characteristics that correlate closely to those of Fulton County.

Further studies regarding these cultures and more than one county would reveal additional information. Another interesting study might include more cultures and more counties throughout the state, in order to determine if multicultural literature is being incorporated into the curriculum throughout the state, and what ideas and resources are being used to do this incorporating.

Applications

The findings of this research indicate that elementary library media specialists do have fiction/easy fiction literature with characters and/or settings from Hispanic, Asian, or American Indian cultures. It also reveals that they are encouraging the use and reading of these books in a variety of ways.

When educators use these types of literature and encourage the reading of these types of literature, they can continue to promote multicultural awareness. By using fiction/easy fiction literature of these cultures, the diverse population can better understand and respect these cultures.

One insight gained from this study is that elementary library media specialists in Fulton County are using and reading these types of literature in their schools with all students. They are encouraging students of all cultures to experience literature from other cultures, so as to better understand and respect that other culture. These elementary library media specialists are

using a variety of other resources to enhance these types of fiction literature, so that more and more students will become aware of them and read them.

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# APPENDIXES

Appendix A

## Student Racial Composition 1992-93

| Elementary School | Capacity | Black | % Black | White | % White | Asian | % Asian | Hisp. | % Hisp. | Amer. Indian | % Amer. Indian | Multi Racial | % Multi Racial | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alpharetta | 912 | 42 | 4.95% | 767 | 90.34% | 20 | 2.36% | 20 | 2.36% | 0 | 0.00% | 0 | 0.00% | 849 |
| Barnwell | 1224 | 42 | 3.92% | 979 | 91.32% | 41 | 3.82% | 9 | 0.84% | 0 | 0.00% | 1 | 0.09% | 1072 |
| Bethune | 720 | 724 | 98.77% | 5 | 0.68% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 4 | 0.55% | 733 |
| Brookview | 624 | 592 | 91.36% | 9 | 1.39% | 32 | 4.94% | 14 | 2.16% | 0 | 0.00% | 1 | 0.15% | 648 |
| Campbell | 535 | 237 | 46.20% | 242 | 47.17% | 8 | 1.56% | 24 | 4.68% | 0 | 0.00% | 2 | 0.39% | 513 |
| College Park | 624 | 405 | 85.99% | 6 | 1.27% | 11 | 2.34% | 49 | 10.40% | 0 | 0.00% | 0 | 0.00% | 471 |
| Conley Hills | 720 | 610 | 90.10% | 61 | 9.01% | 3 | 0.44% | 1 | 0.15% | 0 | 0.00% | 2 | 0.30% | 677 |
| Crabapple Crossin | 832 | 10 | 1.52% | 628 | 95.28% | 13 | 1.98% | 8 | 1.22% | 0 | 0.00% | 0 | 0.00% | 657 |
| Dolvin | 816 | 48 | 3.98% | 1074 | 89.05% | 69 | 5.72% | 14 | 1.16% | 0 | 0.00% | 1 | 0.08% | 1206 |
| Gullatt, C.H. | 648 | 422 | 87.73% | 55 | 11.43% | 2 | 0.42% | 2 | 0.42% | 0 | 0.00% | 0 | 0.00% | 481 |
| Hapeville | 774 | 323 | 38.73% | 358 | 42.93% | 96 | 11.51% | 55 | 6.59% | 1 | 0.12% | 1 | 0.12% | 834 |
| Heards Ferry | 720 | 279 | 38.01% | 398 | 54.22% | 27 | 3.68% | 29 | 3.95% | 0 | 0.00% | 1 | 0.14% | 734 |
| High Point | 720 | 227 | 27.96% | 469 | 57.76% | 29 | 3.57% | 84 | 10.34% | 0 | 0.00% | 3 | 0.37% | 812 |
| Jackson, Esther S. | 1080 | 86 | 8.07% | 917 | 86.02% | 35 | 3.28% | 26 | 2.44% | 1 | 0.09% | 1 | 0.09% | 1066 |
| Lake Windward | 816 | 26 | 2.02% | 1195 | 92.85% | 50 | 3.89% | 14 | 1.09% | 2 | 0.16% | 0 | 0.00% | 1287 |
| Lee, Seaborn | 672 | 553 | 87.50% | 67 | 10.60% | 9 | 1.42% | 0 | 0.00% | 1 | 0.16% | 2 | 0.32% | 632 |
| Lewis, S.L. | 720 | 585 | 93.75% | 36 | 5.77% | 1 | 0.16% | 0 | 0.00% | 1 | 0.16% | 1 | 0.16% | 624 |
| Medlock Bridge | 576 | 32 | 2.73% | 1044 | 89.08% | 74 | 6.31% | 21 | 1.79% | 1 | 0.09% | 0 | 0.00% | 1172 |
| Mimosa | 816 | 137 | 15.50% | 578 | 65.38% | 80 | 9.05% | 81 | 9.16% | 4 | 0.45% | 4 | 0.45% | 884 |
| Mount Olive | 696 | 690 | 97.46% | 15 | 2.12% | 1 | 0.14% | 0 | 0.00% | 1 | 0.14% | 1 | 0.14% | 708 |
| Mountain Park | 792 | 20 | 2.15% | 887 | 95.17% | 19 | 2.04% | 4 | 0.43% | 1 | 0.11% | 1 | 0.11% | 932 |
| Nolan, Love T. | 744 | 479 | 96.18% | 7 | 1.41% | 1 | 0.20% | 0 | 0.00% | 2 | 0.40% | 9 | 1.81% | 498 |
| Oak Knoll | 720 | 586 | 89.88% | 57 | 8.74% | 5 | 0.77% | 3 | 0.46% | 0 | 0.00% | 1 | 0.15% | 652 |
| Palmetto | 547 | 142 | 29.04% | 329 | 67.28% | 1 | 0.20% | 16 | 3.27% | 0 | 0.00% | 1 | 0.20% | 489 |
| Parklane | 816 | 582 | 80.50% | 121 | 16.74% | 10 | 1.38% | 9 | 1.24% | 0 | 0.00% | 1 | 0.14% | 723 |
| Randolph | 672 | 697 | 99.86% | 1 | 0.14% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 698 |
| Roswell North | 912 | 68 | 7.74% | 762 | 86.69% | 16 | 1.82% | 28 | 3.19% | 2 | 0.23% | 3 | 0.34% | 879 |
| Spalding Drive | 744 | 175 | 24.58% | 487 | 68.40% | 26 | 3.65% | 23 | 3.23% | 0 | 0.00% | 1 | 0.14% | 712 |
| Tubman | 624 | 621 | 97.64% | 7 | 1.10% | 5 | 0.79% | 1 | 0.16% | 0 | 0.00% | 2 | 0.31% | 636 |
| West, Evoline | 600 | 259 | 45.98% | 310 | 52.99% | 0 | 0.00% | 6 | 1.03% | 0 | 0.00% | 0 | 0.00% | 585 |
| Woodland | 880 | 163 | 22.30% | 534 | 73.05% | 17 | 2.33% | 15 | 2.05% | 0 | 0.00% | 2 | 0.27% | 731 |
| TOTAL | 23296 | 9872 | 41.84% | 12403 | 52.57% | 701 | 2.97% | 556 | 2.36% | 17 | 0.07% | 46 | 0.19% | 23595 |

Appendix B

Cover Letter and Survey Questionnaire

Dear Library Media Specialist,

As well as being one of your fellow library media specialists, I am also a student at Georgia State University in a sixth year program. I am conducting a study to determine the use of multicultural literature in our elementary schools, especially fiction/easy fiction books with characters and/or settings that are Hispanic, Asian, or Native-American.

Enclosed is the questionnaire I am using to obtain this information. Your assistance in completing this survey will be invaluable. I will compile a complete bibliography from all the responses. A copy will be sent to all respondents.

Please answer each question as completely as possible and return to Katie Cargle, Roswell North Elementary by January 22, 1993.

Thank you for your assistance.

Katie Cargle
Library Media Specialist
Roswell North Elementary

Directions: For all questions, check all that apply.

1) Do you have any of the following ethnic groups in your school?

____Hispanic ____Asian ____Native American

2) In your literature program with students do you use fiction (including easy fiction) books which include any of the following ethnic characters and/or settings?

____Hispanic ____Asian ____Native American

3) Do you use these books with

____All students

____Only classes with Hispanic, Asian or Native American students

____Other (please explain)

4) How do you encourage the use of fiction books representing the cultures previously listed.

____Select books for classroom collections

____Suggest books to teachers

____Suggest books to students

____Do special audio-visual productions with classes or students

____Use special reading incentive programs

____Do book talks

____Produce bibliographies

____Purchase magazines for these ethnic cultures

____Purchase computer materials for these ethnic cultures

5) Describe any unique methods of encouraging the use of fiction books representing the cultures previously listed but not given in question number 4.

6) Suggest 3 fiction/easy fiction books with Hispanic, Asian or Native American characters and/or settings that are checked out regularly by students and/or teachers. Please give author and title.

Hispanic Asian Native American

7) Suggest any magazines you have purchased or previewed for Hispanic, Asian or Native American cultures.

Hispanic Asian Native American

8) Suggest any audio-visual materials (including computer materials) that you have purchased or previewed that have Hispanic, Asian or Native American characters and/or settings.

Hispanic Asian Native American

Appendix C

Audio-visual Materials with Hispanic, Asian or American Indian Characters and/or Settings

Hispanic:

Christmas in Mexico - Video

Christmas with our World Neighbors - Kit

Kid Pix (Spanish Alphabet) - Computer Disk

Cinderella (In English & Spanish) - CD's

Soul of Spain - Video

The Story of Ferdinand - Kit

Shadow of the Bull - Video

Festival Crafts of Mexico - Kit

Hill of Fire - Kit

If I Were Born In... (Various Hispanic Countries) - Filmstrip

Asian:

The Funny Little Woman - Kit

Peach Boy - Video

Chinese New Year - Video

Émperor and the Nightingale - Video

Call It Courage - Video

Five Chinese Brothers - Video

Best Loved Fairytales from Asia - Kit

Folktales From Many Lands - Kit

If I were Born In... (Various Asian countries) - Filmstrip

The Story of Ping - Kit

Rikki-Tikki-Tavi - Video

Tikki Tikki Tembo - Kit

American Indian:

American Indian Legends - Kit

The Legend of Indian Paintbrush - Kit

American's Beginnings - Video

Indians and Explorers - Video

Famous Indian Chiefs - Kit

Ancient Civilizations - America - Kit

Where in the World is Carmen San Diego - Computer Disk

Island of the Blue Dolphin - Video

Sign of the Beaver - Video

The Hopi - Video

The Girl Who Loved Wild Horses - Video

The Navaho - Video

Legend of Bluebonnet - Sound Filmstrip

The Cherokee Nation - Video

The Indians of Georgia - Kit

Island of the Blue Dolphin - Computer Disk

Arrow to the Sun - Kit

American Indian Legends - Kit

Boy of the Navajos - Video

Hank, I'm Your Brother - Video

The Other Way to Listen - Video

The Way to Start a Day - Video

Appendix D

Titles and Authors of Fiction/Easy Fiction Books With Hispanic, Asian or American Indian Characters and/or Settings

Asian:

The Five Chinese Brothers Bishop

Yeh-Shen Ai-Ling Louise

Paper Crane Bang

Momotaro, The Peach Boy Shute

LonPoPo Ed Young

Here Comes the Cat Asch and Vagin

Hoang Anh: A Vietnamese-American Boy Hoyt-Goldsmith

My Grandfather & Me Lee

The Boy of the 3 Year Nap Snyder

I Have a Friend Narahashi

The Best Bad Thing Uchida

The Star Fisher Yep

Hello, My Name is Scrambled Eggs Gilson

The Story of Ping Flack

The Eyes of the Dragon Leaf

Crow Boy Yashimo

MeiLi Handforth

In the Year of the Boar & Jackie Robinson Bao Lord

Moy Moy Politi

First Snow Coutant

Shin of the Sea Chrisman

The Eternal Spring of Mr. Ito Garrigue

The Story of Wali Dad Rodanas

The Brocade Slipper Dyer-Vuong

I Hate English Levine

Homesick Fritz

Tree of Cranes Say

Suho and the White Horse Otsuka

Tikki Tikki Tembo Mosel

Hispanic:

Esteran & The Ghost Hancock

The Story of Ferdinand Leaf

Showdown of a Bull Wojciechowska

Arthur Davros Abuela

Nine Days to Christmas Ets

Shadow of the Bull Wojciechowska

Tizz at the Fiesta Biaik

Berrequita & the Coyote Aardema

Rosa-Too-Little Felt

Class President Hurwitz

Song of the Swallow Politi

David Plays Hide & Seek Mayorga

Roberto & the Bull Hoff

Roam the Wild Country Ellis

A Chair For My Mother Williams

Something Special For Me Williams

Music, Music For Everyone Williams

The Rainbow Colored Horse Belpre

The Tiger and the Rabbit and Other Tales Belpre

The Spanish Kidnapping Disaster Hahn

Gilberto & The Wind Ets

Monkey's Whiskers Rockwell

American Indian:

The Legend of Bluebonnet DePaolo

The Legend of the Indian Paintbrush DePaolo

Buffalo Woman Goble

Indian Two Feet Friskey

Knots on a Counting Rope Martin

Baby Rattlesnake Told By Te Ata

The Great Kapok Tree Cherry

The Story of Jumping Mouse Steptoe

Sign of the Beaver Speare

Island of the Blue Dolphin O'Dell

Red Foy & His Canoe Benchley

Girl Who Loved Wild Horses Goble

Brother Eagle, Sister Sky Jeffers

Julie of the Wolves George

The Indian in the Cupboard Banks

Kirsten Learns a Lesson Shaw

Indian Two Feet and His Horse Friskey

The Gift of the Sacred Dog Goble

Iktomi & the Boulder Goble

Iktomi & the Berries Goble

Snapping Turtle's All Wrong Day Parish

Wait For Me, Watch For Me, Eula Bee Beatty

The Ice Trail Crompton

The Return of the Indian Banks

The Courage of Sarah Noble Dalgiesh

The Talking Earth George

Quail Song Garey

Canyons Pewlsen

Jemmy Hassler

Winter of the Wolf Wisler

Iktomi and the Buffalo Skull Goble

Iktomi and the Ducks Goble